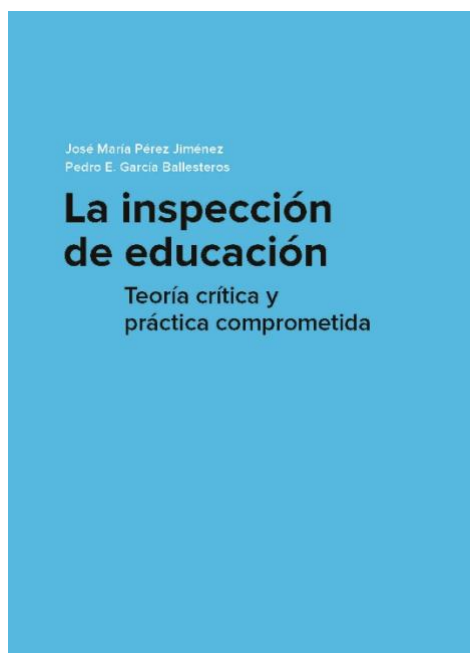

RESEÑA: PÉREZ JIMÉNEZ, J.M. Y GARCÍA BALLESTEROS, P.E. (2022): LA INSPECCIÓN DE EDUCACIÓN. TEORÍA CRÍTICA Y PRÁCTICA COMPROMETIDA.

REVIEW: PÉREZ JIMÉNEZ, J.M. AND GARCÍA BALLESTEROS, P.E. (2022): EDUCATION INSPECTION. CRITICAL THEORY AND COMMITTED PRACTICE.

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Abstract

La inspección de educación. teoría crítica y práctica comprometida ("Education inspection. critical theory and committed practice") is the result of the reflection on the experience of the inspection praxis of its two authors, both inspectors of education in Andalusia, who feel the need to share with the members of the education inspectorate and with all those agents that make up the educational communities, the results of their joint work over the years. Its objective is that the work of the inspectors is adapted and responds to the needs of today's society so that, from the update of the development of their functions, they can guarantee the right to education under conditions of equality.

It is important to emphasize that the authors make explicit their commitment to public education which they consider essential for the educational system and that it is the education inspectorate who must be the guarantor that this public education really develops its mission: that all students can exercise their right to education under conditions of equality.

Keywords: Education inspection, public education, inspection visit, inspection reports, inclusion, equality.

BOOK STRUCTURE AND CONTENT

José M^a Pérez and Pedro García are two education inspectors who have developed their professional work in Andalusia, where they have carried out joint actions. From the certainty that it is public education that really guarantees the right to education for all citizens in conditions of free, equal and compulsory education, they share, as they show in the first chapter of the book, with the education inspectors and with the educational community, the reflection on their experience, since they consider that educational inspection must be the guarantor of the real exercise of this right. They affirm that to achieve this it is necessary to update its functions, organization and operation in order to be able to respond to the social and educational changes that have taken place.

Chapters II and III are dedicated to the inspection visits to educational centers and classrooms and develop in detail how this important attribution, granted to education inspectors by the Organic Law, should be carried out. They focus on aspects such as the purpose, the principles to be kept in mind, as well as the basic qualities or capacities that the inspector who is going to visit a center should possess, showing an example of protocol to carry out such a visit. They also emphasize the importance of not only visiting the center, but also visiting the classrooms, as this is where teaching practice takes place. With their contributions, they guide the reader in the performance of this important task.

And, as education inspectors know, it is essential to communicate the results of the visit, regardless of whether it was made to the center or to the classroom, through a communiqué or a report that could be transmitted orally or in writing. Chapters IV and V deal with how to prepare these to ensure that they are effective documents and how to communicate the findings to the members of the schools.

Chapter VI relates the practical experience developed as a team by these two inspectors in the town of Alcalá de Guadaira during the continuous period from 2014 to 2019.

The two inspectors carried out a joint work, constituting a real team over the 57 centers and services of educational nature of the mentioned municipality. Special mention should be made of the principles of action that presided over the work carried out:

- Public knowledge of the educational inspection. To make itself known to the entire educational community.
 - Integration of the Inspection Plan and the Area Plan.
 - Team work. Shared referentiality.
 - Permanent vision of the area.
 - Networking.
 - Educational rather than bureaucratic solutions.
 - Response to incidentality.
 - Offering a compass, not a map.
 - Medium-term results.
 - Students as fundamental referents.

We worked on a Communicative Competence Project and analyzed the results of the five years of joint work on school learning results, coexistence, dropout and absenteeism. Attention to individual differences was also a fundamental axis.

The book ends with a series of appendices that are documentary examples of the authors' commitment to the right to education. These are articles published in specialized magazines and the media on educational issues.

We can conclude by stating that José M^a Pérez Jiménez and Pedro E. García Ballesteros share with this work their work, concerns and commitment and do so by providing new practical approaches so that the work of education inspectors responds to the needs of today's society. Through the reading of this book we will be able to verify that a new approach to the inspection praxis is necessary for the education inspection to continue being the guarantor of the right to education in the 21st century.